Engaging the flow: a creative dialogue
Notes

"In what ways might we creatively harness the campus's intellectual, social and physical resources so they may be best applied to the most significant emergent challenges facing society?"

1. Odyssey Project –expanding who gets educated
2. First Wave Project –expanding who gets educated
3. Chazen project on "Water Goddesses"
    a. Collaboration with DNR, Water Management, Hoofers, others
4. WID Building: Designed to promote collaboration, interdisciplinary science
5. Why do we want to harness these resources? Discuss compelling needs
6. How do we make the intellectual, social, and physical resources work together?
7. Focus on creating a new type of learning environment appropriate to these times
    a. Integrate the web into this design
8. Conversations on the edge of chaos
    a. How to structure without "over-facilitating" it
        i. thoughts of small group work
    b. How to structure for collaboration
9. Organize the "pockets" of grassroots energy (example: Science Outreach) to influence national and global policy
    a. Act locally at first and then spread like a virus
10. Might we reframe our discussion to focus on root causes, rather than to solutions and fixes?
    a. What thinking needs to be done? (Prob def)
11. Might an "Asset-based" dialogue lead to a reframed vision of what is desired or possible?
12. We seem to engage in a recursive process, repeating similar discussions. How might we engage in a new process (example: chaos), not repeating the old?
13. Address emergent problems with a new process (example: climate change)
14. Focus on Access to education
    a. Who is excluded? Financial issue
    b. Prioritize
    c. Who can influence?
    d. What can each one of us do?
15. Are there some obvious answers we can evaluate before brainstorming from too broad of a perspective?
16. Be sure that emerging knowledge is shared and disseminated widely
17. There are many smaller peer-to-peer groups and forums (example: AI Forum)
    a. The total result is not clear
    b. Can these learnings be shared, organized? Should they be?
18. Diverse approaches, modes of inquiry are needed to promote a healthy system
    a. Strength through diversity

19. Need to get "bossy guys" to move out of the way so emergent collaborations can occur
    a. "untidy" culture
    b. How do we include some of the "bossy guys" in the conversation?
    c. What kind of "table" do we need?
    d. How do we create groups people want to come to, without new silos?

Additional ideas that emerged…

- Can we learn from the predicted chaos of the past to gauge the accuracy of planning in the future? (Can chaos theory inform better planning?)
- Use Course Shareware as a tool for enhanced learning
- What is blocking effective responses to some of these challenges?
- Verbal communication (in this setting, for example) is limited… there might be benefits from both the use of graphic, visual notes and idea-generation tools and the use of smaller groups to enhance idea generation.
- The question posed initially had some assumptions that biased the discussion towards 'action' responses… there may be benefit in pulling back a level or two and get a clearer consensus about what problems are worth solving and whether consideration of 'action' is appropriate.
- This discussion, given the time and format constraints, stayed on the surface – it didn't allow us to dive deeply and explore those deeper issues… this causes some discomfort
- The question was overly broad. Instead, we could focus on 'education' as the tail of the question, rather than 'society.'
- Building a community (as we are doing in C & C), may inhibit the expression of dissonance… thus, some good ideas may go unexpressed. [Note: This challenge in groups is captured well by Sam Kaner, with the use of the term, "groan zone." We really need to invite divergent thinking from non-traditional sources, then build on those outlier ideas to see where they take us.]
- We really need to think about the scope of the question and who is at the table to discuss it.
- We need to be clear that just because we issue an invitation to 'join us,' doesn't necessarily mean that those who come feel 'invited' to fully participate. The invitation can either mean, join our group' or 'co-create, going forward, a new collaboration.' The responses lead us to different outcomes.